ERIC Documents Resume	See Instruction Sheet	DATE OF RESUME 6/22/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000112	7450	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Pre-Medical School Training and Medical School Success

6. PUBLICATION TITLE: N.A.

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S): N.A.

9. PUBLISHER OR SOURCE: St. Louis University

8. PLACE OF ORIGIN
ORG. St. Louis Univ.
ST. St. Louis, Mo.
CITY, STATE
TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	undated	22

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: experimental study

16. INDEXING TERMS (8-12)

experimental studies	students	achievement	
professional edu.	measurement		
medical edu.	backgrounds		

17. ABSTRACT (MAX. 250 WORDS)

A comparative evaluation of success in medical school of students (freshman classes 1947–48 and 1948–49) whose premedical training varied. The background variance of principal interest was the type of institution in which the premedical training was received, although such factors as the amount of premedical training and success attained in that training were also of interest. The purpose of the evaluation was to provide factual data to help the medical school administrator make judgments concerning the feasibility of the successful training of an applicant.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

HE7450 V

ST LOUIS UNIVERSITY

5-18 (1-1-1) HE7450 R.

PRE-MEDICAL SCHOOL TRAINING AND MEDICAL SCHOOL SUCCESS

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The Problem Involved

Students at the St. Louis University School of Medicine come from varying institutions of pre-medical school training. The diversity of curricula at such institutions, along with differential admissions and grading standards expected in such instances makes the admissions policy in any medical school a difficult one. Should any medical school base its admission policy upon standing in pre-medical school training exclusively, the lower ranking students will, of course, be rejected, and the higher ranking students accepted. This would be true regardless of the institution in which the students completed their pre-medical school training. In such a procedure, there is always the danger that lower ranking students from some institutions might prove to be better students in medical school than higher ranking students from other institutions. Even a very cursory glance at the curricular content and admissions policies of various insititutions should point out the real nature of this danger.

The problem indicated in the preceding discussion, has of course, been recognized by medical training institutions. However, without the aid of concrete data, any adjustments in the admissions policy are necessarily of a general nature--and are oftentimes based upon misleading "apparent" facts.

The purpose of this study is to comparatively evaluate the success in Medical School of students whose pre-medical training varied. The background variance of principle interest, is of course the type of institution in which the pre-medical training was received; although, such factors as the amount of pre-medical training, the success attained in pre-medical training, and other such variables cannot be ignored.

The results of such an evaluation should better enable the Medical School administrator to make judgments concerning the feasibility of successful training of an applicant, when such an applicant received a certain amount of pre-medical

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school training, at a particular type of pre-medical school institution, and attained a certain amount of success in such training. In short, it should provide some factual data to help in the solution of the problem previously stated.

Population Group and Data Available for the Study

The groups selected for the analysis were the freshmen classes from the years 1947-1948, and 1948-1949. Such classes have currently graduated, so that all evidence of their Medical School success are available. The recency of the graduation of such groups gives further confidence in the use of the results upon the immediate groups entering the Medical School.

Data collected for each member of the two groups involved, includes the following:

I. General information, consisting of:

a. home address

b. place of birth

c. year of birth

d. military service

II. Information concerning pre-medical school training, including

a. name of the college in which pre-medical training took place

b. number of semester hours credit in pre-medical training

c. whether or not a degree was attained in pre-medical training

d. the grade point index in pre-medical school training

III. Information from the Professional Medical Aptitude Examination, consisting of score in:

a. General Ability

b. Pre-Medical Achievement

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IV. Information acquired during and immediately following Medical School training at the St. Louis University School of Medicine, including:

a. grade point index in chemistry

b. grade point index in biology

c. grade point index in physics

d. a composite grade point index in all science

e. rank in his class at the end of the first year

f. rank in his class at the end of the second year

g. rank in his class at the end of the third year

h. rank in his class at the end of the fourth year

i. the date graduated, if graduated

j. score on the state board examination (available only for the class of 1947-1948.)

For clarification in future discussion, an explanation of the point scale used on various of the preceding measures is given below:

1. All grade point indices used are on a scale of 0 to 4.0, with a 4.0 representing an "A" average.
2. All ranks in the class are on a scale running from 1 to 114, since both of the groups used had exactly 114 members. Thus, a rank of 25, indicated the individual ranked 25th from the top in a class of 114 members.
3. The score on the state board examination is in terms of a scale running from 0 to 100, with a score of 100 representing the top score. (Note that in the case of ranks, the highest rank is a low number — 1 —, while in the state board, the highest score is 100, with 1 being the lowest score.)
4. The Professional Medical School Aptitude Test Scores run on a scale in which 500 is the "average" of all applicants in the country. The total scale runs from 0 to 1000.

Selection of Criterion Measures

The question immediately arose as to the best "criterion" measure of Medical School success. In the study, each comparison made, was made on four separate such criteria: 1) the rank in the class at the end of the first year; 2) the all science composite grade point index; 3) the rank in the graduating class (end of the fourth year); and 4) the score on the state board examination.

The last two of these criterion are perhaps of maximum value, however, it was felt that the use of the first two more "immediate" criteria of success might be useful for comparison purposes. Thus, students from certain types of institutions might show a tendency to rate high during the first stages of training, but might fall down later. Such a case could arise when a student comes from an institution which has an exceptionally fine curriculum--perhaps providing more than the necessary background training in the sciences--but is not too discriminant in the selection of students. Here, after the differences in background training are removed, the "better" student might show marked success during the later stages of training.

The use of the first two criteria, therefore, might be used to evaluate primarily the curricula of the pre-medical training institution. The latter two criteria would be used for the over-all evaluation.

RESULTS OF THE ANALYSIS

Relation of Various General Factors to Success

The relation of several of the more general factors of pre-medical school training and success in the Medical School were first studied.[1] Specifically, a general survey of the relation between credit-point average in pre-medical

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[1] These and other relationships are studied in more detail in a separate study.

school training and Medical School success; the relation between the amount of pre-medical school training and Medical School success; and the relation between pre-medical (as indicated by the Professional Aptitude test score) and Medical School success were studies. The primary purpose of such analyses in this study pointed primarily toward the type of pre-medical training institution, is for a clearer understanding of some of the conclusions later drawn.

The results of these first analyses are presented in Tables 1 through 3 in the appendix.

From Table 1, it can be seen that students with a credit-point average above 3.0--regardless of the type of pre-medical training institution, number of hours credit, etc.--do better on all four criterion measures than do students with a credit point average below 3.0 in the pre-medical training. Thus, the 109 students who had credit-point averages above 3.0 in pre-medical school training, had an average rank of 50.7 at the end of the first year; while the 88 students who had credit point averages below 3.0 in pre-medical school training had an average rank of 68.8 at the end of the first year. (Recall that a rank of 1 is the highest, and a rank of 116 is the lowest).

Considerable differences can also be noted for the fourth year rank and the all science grade point indices. In the case of the state board examination, the high credit point average individuals again did better than the low credit point average individuals, although the extent of the difference is not as large as on the three previous criterion. Here the difference between the two means is only 2.2 points (85.9 and 83.7).

From Table 1, the conclusion can be drawn that success in pre-medical school is a definite factor in success at the Medical School, although the effect is more pronounced early in training than it is following training (as for the state board). In all cases it appears to be sufficient to warrant consideration in selection.

In Table 2, the effect of having a degree in pre-medical school training, and success in the Medical School is considered. (All individuals with more than 115 hours credit, were considered to have a degree). From the table, it can be noted that this factor appears to have only a slight effect. At the end of the first year, those with degrees ranked slightly higher than those without degrees (56.5 to 61.0); but by the end of the four years training, the difference between mean ranks was reduced to 53.1 to 57.2. Only .01 of a point difference was noted between the all science grade point indices, and only .4 points were noted between mean state board grades for the two groups. It would appear that the attainment of a degree in pre-medical training has only a slight immediate effect upon success in the Medical School—showing up primarily in the first years rank; only slightly in the fourth years rank; and negligibly on the state board grade.

In Table 3, the relation between success on the Professional pre-medical school grade and Medical School success is studied. Criterion measures here are compared for students whose score was above the average (above 500) and those whose score was below the average (below 500). A relatively large difference can be noted in the first year ranks (55.09 to 64.8); but this again is reduced by the fourth year ranks (53.6 to 57.7) and the state board grade (84.4 to 83.9).

It appears that the pre-medical school aptitude score has sufficient discrimination to warrant consideration; however, its effect is of primary importance in consideration of more immediate success in medical school training.

Relatively, the credit point average in pre-medical school training appears to have more effect upon Medical School success than the other two factors considered. Its effect tends to hold even on the later criterion measures. The Pre-Medical Ability test score shows considerable immediate effect, and a slight effect on the later criteria measures. The possession of a degree in pre-medical school training appears to have only an effect on the immediate success in the Medical School.

Pre-Medical Training Institution and Medical School Success

The balance of this report is concerned with a study of the relation between the pre-medical training institution and success in the Medical School. A summary of the results of the analysis are given in Tables 4 through 8 in the appendix, and are considered in the following discussion.

Considering first Table 4, it can be seen that the pre-medical institutions were classified into one of five categories, with:

1) "C", referring to Catholic, non-Jesuit schools

2) "J", referring to Jesuit schools

3) "S", referring to state schools

4) "NC", referring to non-Catholic private schools

5) "ST. L", referring to St. Louis University

There is necessarily some overlap in the second and fifth categories since the members from St. Louis University are also included in the Jesuit category.

As before, measures on the four criterion indices are given. Thus, as an illustration, it can be seen from Table 4, that there were 39 individuals from Catholic non-Jesuit schools in the population group; and the mean first year rank of these 39 individuals was 66.8 (on the scale running from 1 to 116). Other figures in this table can be read in the same manner.

A comparison of the mean scores for the five school types on each of the criterion reveals the following:

1) The non-Catholic private schools generally rank the highest on the Medical School criterion. This is particularly true on the first and fourth year ranks--with the superiority on the fourth year rank being greater than on the first year rank. There is practically no difference evidenced on either the all science credit point averages or the state board grades.

2) Generally speaking, the Jesuit schools, state schools and St. Louis University, appear to be in the middle category in medical success. State schools tend to be slightly higher on the first year ranks than the other two; Jesuit schools in general tend to be slightly higher on the fourth year rank; and St. Louis University tends to rank slightly higher on the state board.

3) Catholic non-Jesuit schools appear to generally rank the lowest of the five types of schools considered. This is noticeably true in the case of the first year and fourth year rank in Medical School. As mentioned before, very little difference is noted in the case of the state board grades or the all science credit point averages.

Summarizing the preceding, it can be seen from Table 4, that if the type of student representing the various schools, the grades received from the various schools, and other such factors are not considered in an over-all evaluation of the schools:

1) On first and fourth year ranks at the Medical Schools, non-Catholic private schools appear to supply the highest ranking students; Jesuit, state and St. Louis University appear to supply the middle category of students in rank; and Catholic non-Jesuit schools appear to supply the lowest ranking students: and

2) Very little difference can be noted between students from the various types of pre-medical schools on the basis of all science credit point average, and state board grade, although St. Louis University appears to supply slightly higher ranking students for the state board examination.

Table 5 yields results of the analysis attempting to consider the success of the students in pre-medical work in addition to the type of school involved. The students from each of the five types of schools presented in Table 4, were first categorized as having credit point average in pre-medicine either above or below 3.0--and the four criterion measures were obtained separately for each type

of student from each school. To illustrate the table, it was previously seen that there were 39 individuals from Catholic non-Jesuit schools, and that their average first year rank was 66.8. Now, from Table 5, it can be seen that of these 39 individuals, 25 had credit point averages above 3.0 and 14 had credit point average below 3.0. The average first year rank for the 25 having credit point averages below was 67.7, and that for the 14 having credit point averages below 3.0 was 65.2. Comparisons for the two groups from each type of school on each of the four criteria measures can be made in a similar manner.

One important observation that can be made is the ratio of individuals above and below a 3.0 credit point average for the type of schools. For Catholic schools it is 25 to 14; for Jesuit schools in general it is 43 to 45; for state schools it is 20 to 17; for non-Catholic private schools it is 21 to 11; and for St. Louis University it is 15 to 35. Hence, in the total population involved, there are considerably more students with high credit point average than those with low credit point averages to represent Catholic non-Jesuit schools, state schools, and non-Catholic private schools. However, there are about an equal number of both high and low students from Jesuit schools; and there are more than twice as many low credit point average students from St. Louis University than there are high credit point average individuals. This fact should be considered in interpreting the over-all results in Table 4. While the non-Catholic private schools showed up with the highest first and fourth year ranks, 21 of the 33 individuals from these schools had high credit point averages. In the case of St. Louis University, only 15 of the 50 individuals had high credit point averages.

A comparison of the schools for each type of students is now possible from Table 5. From the left hand portion of the table, it can be seen that St. Louis University students rank higher than students from the other type of schools on both first year and fourth year ranks, and near the top of the state board grade. Jesuit, state, and non-Catholic private schools form the middle group here, with Catholic non-Jesuit schools again tending to rank in the lowest group.

As before, little differences are evidenced on the all science grade point average; perhaps indicating that all schools stress this training equally well. The relatively large difference between Catholic school success and the success of the other four categories cannot be overlooked--although the difference does not carry through to the state board grade.

Now, looking at the right hand side of Table 5, a different picture is obtained. Here St. Louis University students generally do poorest of the groups on both first and fourth year ranks. Non-Catholic private schools tend to rank the highest, with the other three types grouped in the middle. The standing of St. Louis University students on the state board is still maintained however.

From a comparison of the two sides of Table 5, the following general conclusions can be drawn:

1) Students with high credit point averages from St. Louis University pre-medical training tend to attain higher success in Medical School than comparable types of students from other types of institutions. Catholic non-Jesuit schools tend to be poorest in this regard, with the other three types of schools forming the middle category.

2) Students with low credit point averages from St. Louis University pre-medical school tend to attain lower success in Medical School than comparable types of students from other types of institutions. Non-Catholic private schools tend to run highest in this regard, with the other three categories forming the middle.

3) Extremely small differences are evidenced between school types with regard to science grades.

4) State schools generally tend to rank highest on the state board examination, followed closely by students from St. Louis University.

The conclusions drawn would seem to indicate that more chances could be taken in admitting low credit point average students from non-Catholic private schools since such students tend to rank high, both in Medical School and on state board examinations. Caution should probably be used in admitting low credit point average students from Jesuit schools and particularly St. Louis University, as such students tend to rank below comparable students from other types of schools. Caution should be applied in admitting Catholic non-Jesuit students in general, since they appear to rank low whether or not they have high or low credit point averages in pre-medical work.

Table 6 attempts to comparatively evaluate students from the five types of schools, considering also the amount of work done at the pre-medical school. Here students from each school were first classified as having more or less than 115 hours of credit in pre-medicine, and the four criterion measures obtained for each school for each group separately. Thus, using Catholic non-Jesuit schools again as an illustration of the table, of the 39 students from this type of school, 19 had more than 115 hours credit and 20 had less than 115 hours credit. The mean list year rank of the two groups were 56.4 and 76.6 respectively.

Considering first the left hand side of the table, it can be seen that very small difference occur in either first or fourth year ranks for students coming from the 5 types of schools--when the students have more than 115 hours of credit. Jesuit and non-Catholic private schools tend to run slightly higher than the other types of schools on the fourth year rank; while St. Louis University again tends to run highest on the state board. As before, few difference are indicated on the all science grade point average; although there is some evidence of Catholic non-Jesuit students being better prepared in this regard.

The right hand side of this table is however, revealing. For students with less than 115 hours of credit, non-Catholic private schools again tend to

run consistently high. Here it is true in all four of the criterion measures used. Closely following the non-Catholic private schools are the state schools--ranking second in the first year rank, fourth year rank, and state board grades. Little differences again are noted on the all science grade point average. Also of note, is the consistently low ranking of Catholic non-Jesuit on the major criteria.

Results of this analysis point to the following:

1) As in the case of credit point average, less caution need be applied in accepting students from non-Catholic private schools with fewer hours of credit. The date point to the fact that students from such schools without 115 hours of credit do comparatively better than those from other schools.

2) Much the same picture is true in the case of students from state schools--considering first year rank, fourth year rank, and state board grades.

3) Considerable caution must be used in accepting students without degrees from Catholic non-Jesuit schools. For such type of students, Catholic non-Jesuit schools ranked consistently low on first and fourth year ranks as well as state board grades.

Table 7 attempts to consider the school types in relation to the calibre of students as determined by scored on the Pre-Medical Ability Test. On the left side of the table appears criterion scores for individuals scoring above average on this test; and on the right hand side, appears criterion scores for those scoring below average on the test.

For the high calibre students (those scoring above 500 on the test), the state and non-Catholic private schools again tend to rank one-two on first and fourth year rank; with Catholic non-Jesuit schools again ranking lowest. The most significant stats board score is the extremely low ranking Jesuit average in spite of the high ranking St. Louis University score.

Few differences are noted for the below 500 score students, except that non-Catholic private schools again appear to be at or near the top in all criterion measures. Generally speaking, St. Louis University students in this category tend to rank low—this result being consistent with the low ranking of St. Louis University students who had low credit point averages.

Table 8 attempts to consider—concurrently—the type of school, along with both the amount of work at that school and the credit point average of the work at that school. Thus, in the table, for each type of school, the four criterion measures are determined for students falling in any category of both credit point average and hours of work. To illustrate, the 53.5 first year average rank in the first row and column, is the average first year rank of students coming from Catholic non-Jesuit schools; all of whom had credit point averages above 3.0, and had more than 115 hours of course work.

Consider first students from the 5 types of schools, all of whom have credit point average above 3.0, and more than 115 hours of pre-medical school work. For this type of student, it can be seen that Jesuit schools, and St. Louis University in particular tend to rank highest on both first and fourth year rank. (Note, St. Louis University ranks of 29.5 and 38.5 for first and fourth year ranks). Catholic non-Jesuit schools tend to rank lowest in this category. These results are consistent with previous conclusions concerning the superiority of "good" students from St. Louis University, when compared with "good" students from other schools.

Next, consider students all of whom have credit point averages below 3.0, and who have less than 115 hours of pre-medical school work. Here, again consistent with previous results, Jesuit schools and St. Louis University in particular tend to rank lowest of all types of schools. For this type of student, the average first year rank for students from St. Louis University is 79.1 and for Jesuit schools in general is 76.3—as compared with means of 65.5, 61.1, and

43.0 for the other schools. For fourth year rank, the score for St. Louis University is 89.1 and for Jesuit schools is 71.0—as compared with scores of 51.7, 64.6 and 46.4 for the other schools. As before, the non-Catholic private schools rank highest in both criteria for this group, with state schools running a somewhat distant second.

Other and similar comparisons can be made from the table for other combinations of groups.

General Conclusions

Trends that appear to consistently run through the separate analysis include the following:

1) St. Louis University students representing the upper portion of such students tend to rank consistently high when compared with top ranking students from other types of institutions.

2) St. Louis University pre-medical students, representing either the lower credit point average students, or below 115 hours credit type of students, tend to rank consistently low when compared with similar types of students from other institutions.

3) Non-Catholic private schools tend to rank top or near the top in all comparisons. This is particularly true in the case of below average types of students (either low credit point average pre-medical students, or pre-medical students with small amounts of credit).

4) Students from state pre-medical schools, tend to rank at least average and in most cases above average for all types of students. They are particularly above average for the lower classifications of students.

5) Students doing pre-medical work at Catholic non-Jesuit schools tend to rank lower than students from the other categories in general.

TABLE 1

CREDIT POINT AVERAGE IN PRE-MEDICAL AND MEDICAL SCHOOL SUCCESS

Credit Point Average in Pre-Medical	Medical School Success Criteria			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
Above 3.0	50.7 (109)	50.9 (109)	3.34 (109)	85.9 (51)
Below 3.0	68.8 (88)	60.5 (87)	2.85 (87)	83.7 (33)

TABLE 2

DEGREE VS. NO DEGREE IN PRE-MEDICAL AND MEDICAL SCHOOL SUCCESS

Credit Point Average in Pre-Medical	Medical School Success Criteria			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
Degree	56.5 (97)	53.1 (96)	3.13 (96)	84.4 (42)
No Degree	61.0 (100)	57.2 (100)	3.12 (100)	84.0 (42)

TABLE 3

PRE-MEDICAL ABILITY SCORE AND MEDICAL SCHOOL SUCCESS

Credit Point Average in Pre-Medical	Medical School Success Criteria			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
500 +	55.09 (122)	53.6 (122)	3.17 (122)	84.4 (53)
500 -	64.8 (75)	57.7 (74)	3.05 (74)	83.9 (31)

TABLE 4

TYPE OF PRE-MEDICAL SCHOOL AND MEDICAL SCHOOL SUCCESS

Medical School Success Criteria	Average Result by Type of Pre-Medical School (# of individuals in parenthesis)*				
	C	J	S	NC	ST. L.
Average 1st Year Rank	66.8 (39)	59.9 (89)	54.1 (37)	51.1 (32)	60.96 (50)
All Science Grade Point Average	3.2 (39)	3.1 (88)	3.1 (37)	3.1 (32)	2.89 (50)
Average 4th Year Rank	60.3 (39)	55.1 (88)	56.1 (37)	47.8 (32)	56.9 (50)
Average State Board Grade	84.2 (19)	84.2 (44)	84.5 (14)	84.1 (7)	86.8 (29)

TABLE 5

MEDICAL SCHOOL SUCCESS BY TYPE OF PRE-MEDICAL SCHOOL AND CREDIT POINT AVERAGE IN THAT SCHOOL

Type of Pre-Medical School	With Credit Point Average Above 3.0 in Pre-Medical				With Credit Point Average Below 3.0 in Pre-Medical			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
C	67.7 (25)	63.5 (25)	3.39 (25)	84.37 (15)	65.2 (14)	54.7 (14)	2.9 (14)	83.8 (4)
J	45.9 (43)	46.5 (43)	3.34 (43)	84.5 (24)	73.08 (46)	63.4 (45)	2.79 (45)	83.7 (20)
S	41.8 (20)	50.6 (20)	3.3 (20)	95.3 (7)	68.7 (17)	62.4 (17)	2.8 (17)	83.5 (17)
NC	48.6 (21)	45.09 (21)	3.2 (21)	84.24 (5)	55.9 (11)	53.1 (11)	2.9 (11)	83.7 (2)
ST. L.	40.3 (15)	38.1 (15)	3.2 (15)	93.49 (8)	69.8 (35)	65.05 (35)	2.72 (35)	84.27 (21)

* C -- Catholic non-Jesuit
J -- Jesuit
S -- State
NC -- Non-Catholic private
ST. L--St. Louis University

TABLE 6

MEDICAL SCHOOL SCORES BY TYPE OF PRE-MEDICAL SCHOOL AND AMOUNT OF CREDIT IN THAT SCHOOL

Type of Pre-Medical School	With Degree in Pre-Medicine				With No Degree in Pre-Medicine			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
C	56.4 (19)	57.9 (19)	3.3 (19)	85.04 (12)	76.6 (20)	62.6 (20)	3.1 (20)	82.91 (7)
J	56.2 (39)	49.5 (38)	3.0 (36)	84.68 (18)	62.8 (50)	59.4 (50)	3.0 (50)	83.87 (26)
S	59.4 (20)	56.6 (20)	3.0 (20)	83.94 (8)	48.0 (17)	55.4 (17)	2.8 (17)	85.25 (6)
NC	54.1 (19)	51.5 (19)	3.0 (19)	83.00 (4)	46.8 (13)	42.4 (13)	3.2 (13)	85.54 (3)
ST. L	59.7 (22)	55.3 (22)	2.7 (22)	89.94 (14)	61.8 (28)	58.2 (28)	2.9 (28)	83.90 (15)

TABLE 7

MEDICAL SCHOOL SUCCESS BY TYPE OF PRE-MEDICAL COLLEGE AND PRE-MEDICAL ABILITY

Type of Pre-Medical School	With 500 + on Medical Aptitude				With Below 500 on Medical Aptitude			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
C	68.6 (23)	59.1 (23)	3.3 (23)	84.73 (11)	64.2 (16)	62.06 (16)	3.1 (16)	83.60 (8)
J	57.6 (53)	56.07 (53)	3.1 (53)	71.23 (26)	63.4 (36)	53.8 (35)	2.9 (35)	84.43 (18)
S.	43.9 (24)	50.8 (24)	3.1 (24)	85.17 (10)	73.07 (13)	65.6 (13)	3.0 (13)	82.83 (4)
NC	47.0 (22)	45.1 (22)	31.8 (22)	84.18 (6)	60.3 (10)	53.9 (10)	3.1 (10)	83.57 (1)
ST. L.	55.3 (33)	55.6 (33)	2.9 (33)	88.6 (18)	71.8 (17)	59.5 (17)	2.8 (17)	83.92 (11)

TABLE 8

MEDICAL SCHOOL SUCCESS BY TYPE OF PRE-MEDICAL COLLEGE, CREDIT POINT AVERAGE IN PRE-MEDICAL, AND SEMESTER HOURS WORK IN PRE-MEDICAL

Type of Pre-Medical School and Amount of Work	Above 3.0 Credit Point Average in Pre-Medicine				Below 3.0 Credit Point Average in Pre-Medicine			
	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade	Average 1st Year Rank	Average 4th Year Rank	All Science Average Grade Point	Average State Board Grade
C — With Degree	53.5 (14)	57.2 (14)	3.4 (14)	85.26 (10)	64.6 (5)	60.0 (5)	3.2 (5)	83.95 (2)
C — No Degree	85.7 (11)	71.5 (11)	3.3 (11)	82.58 (5)	65.5 (9)	51.7 (9)	2.8 (9)	83.74 (2)
U — With Degree	36.8 (16)	41.5 (16)	3.4 (16)	85.89 (7)	69.8 (23)	55.4 (22)	2.5 (24)	84.72 (11)
U — No Degree	51.4 (27)	49.5 (27)	3.3 (27)	83.99 (17)	76.3 (23)	71.0 (23)	2.7 (23)	83.66 (9)
S — With Degree	43.0 (9)	50.9 (9)	3.2 (9)	84.81 (4)	72.8 (11)	61.2 (11)	2.8 (11)	83.08 (4)
S — No Degree	40.8 (11)	50.3 (11)	3.3 (11)	86.25 (3)	61.1 (6)	64.6 (6)	2.9 (6)	84.26 (3)
MC — With Degree	48.3 (13)	48.2 (13)	3.2 (13)	83.00 (4)	66.6 (6)	58.8 (6)	2.7 (6)	-----
MC — No Degree	49.2 (8)	40.0 (8)	3.3 (8)	89.21 (1)	43.0 (5)	46.4 (5)	3.1 (5)	83.71 (2)
St. L. — With Degree	29.5 (2)	38.5 (2)	3.2 (2)	170.41 (1)	67.8 (20)	57.0 (20)	2.7 (20)	83.75 (13)
St. L. — No Degree	42.0 (13)	38.0 (13)	3.2 (13)	82.50 (7)	79.1 (15)	89.1 (15)	2.7 (15)	85.12 (8)